

# 4 My place

## We were staying in an apartment

### Lesson profile

|                            |                                 |
|----------------------------|---------------------------------|
| <b>Vocabulary</b>          | Holidays and home               |
| <b>Reading</b>             | <i>Our worst holiday ever!</i>  |
| <b>Grammar</b>             | Past continuous and past simple |
| <b>Pronunciation</b>       | /ɪ/ and /i:/                    |
| <b>Reading and Writing</b> | Key Reading and Writing Part 7  |

### Warmer

Ask the students to make two columns in their notebooks, one for regular and one for irregular verbs. Dictate this list of verbs for the students to write in the right column:

ask, break, call, carry, do, draw, swim, shout, go, jump, laugh, leave, ride, visit, worry

After you have checked together, the students then give the past simple of the irregular verbs.

### Answers

*Regular:* ask, call, carry, shout, jump, laugh, visit, worry  
*Irregular:* break (broke), do (did), draw (drew), swim (swam), go (went), leave (left), ride (rode)

## VOCABULARY

- Write on the board the saying 'Home is where the heart is' and ask the students what they think it means. (We feel happy at home and it is the place where we want to be / Home is where the people we love are.)  
Arrange the students into groups and ask them to discuss the questions and write notes on the word map. They should show and explain their word maps to other groups in full sentences, for example, *We wrote 'Argentina' because we live here.*
- Books closed, write on the board, 'Home is the best place for a holiday.' Brainstorm some reasons for and against this. For example (For) cheap, interesting places near, no language problems; (Against) nothing new to see, same food, no sea.  
Arrange the students into pairs. One student should argue for this, the other should argue against it. Demonstrate in front of the class with a stronger student:  
**Teacher:** It's cheaper to stay at home. You don't need to travel anywhere.  
**Student:** But it's good to see new places. I know everywhere near my home.  
Books open, tell the students they are going to read about a family who didn't stay at home. Check or teach the meaning of the words in the box (*storm* is from Unit 2, *suitcase* from Unit 3).

Tell the students to talk about the pictures using full sentences, not just words. Give a model with the first picture: *In picture a, I can see a cupboard under a sink. The door is open and there are some mice inside. Perhaps they went there to find some food.*

## READING

- Tell the students to read the text first, then match each picture to a part of the text, and underline the relevant part.

### Mixed ability

With strong students, you could read out the story the first time, as a listening exercise, before they check the written text.

### Answers

- We looked, and at the back of the cupboard we saw a family of mice!!!*
- ... it started to rain really hard. Dad drove us back to the apartment.*
- We packed our suitcases and left the apartment very quickly!*
- We had to eat our supper in the dark!*
- ... the rain was coming into Pavel's bedroom and his bed was very wet.*

The first day of the holiday doesn't have a picture (paragraph 1).

- Explain that a *caption* is a title for a picture. Ask the students which is the best caption for picture a, 'Dad gets a surprise' or 'Where mice live'? ('Dad gets a surprise' because this is the story.) Arrange the students into pairs to write captions. They can write a phrase or a short sentence.

### Extension activity

The students write speech bubbles for the pictures to show what the family are thinking and saying.

- Say to the students *Elena had three problems. What were they?* (no electricity / rain in Pavel's room / mice). Arrange the students into groups and ask them to make a list of six other things that can go wrong on holidays. Give some examples like 'a noisy hotel' and 'a dirty beach'. Then tell the students an example of a bad holiday that you had. (It doesn't need to be true!)
- Arrange the students into pairs and ask them to tell each other about a bad holiday / day out they had. It doesn't need to be a true story and they can listen and decide if they believe it. Put these prompts on the board: *Where? When? Who went? What happened?*
- Combine pairs into groups to tell the stories again. Ask the students to report back on each other's holidays, for example *Lucinda had a terrible holiday in England. First ...*

### Fast finishers

Fast finishers choose the best story in the group and make captions for the important parts, like they did in Exercise 4.

## GRAMMAR Past continuous and past simple

- 6 The students do question 1. Then pre-teach *interrupt* by demonstrating it: ask one student to count to ten and then interrupt her in the middle. Use timelines to show the sequence of events in the sentences.

Mum and Dad were cooking \_\_\_\_\_ same time  
Pavel was playing \_\_\_\_\_

\_\_\_\_\_ // \_\_\_\_\_ different times  
I was chatting \_\_\_\_\_ my computer stopped

\_\_\_\_\_ // \_\_\_\_\_ different times  
clouds came over \_\_\_\_\_ rain started

Explain that *when* and *while* are words which join parts of a sentence and say when something is happening.

Question 2: The students then match the descriptions in i–iii to the sentences a–c.

For question 3, ask the students to underline all examples of the past simple and circle all examples of the past continuous in the text. To find examples of i–iii they need to look at sentences where there are two verbs, for example past simple x 2, in the same sentence.

### Mixed ability

Give three of the sentences (see Answers) in a different order and ask weaker students to match them to i, ii or iii.

Finally, ask them to complete the rule in question 4.

### Answers

- 1 a were cooking (past continuous); was playing (past continuous)  
b was chatting (past continuous); stopped (past simple)  
c came (past simple); started (past simple)  
2 i – c ii – a iii – b  
3 i We packed our suitcases and left the apartment.  
ii While Mum and Dad were reading their books, my brother Pavel was building a really big sandcastle. / While we were shopping, the sun was shining  
iii When we were walking back to the car, it started to rain really hard. / When we got back, the rain was coming into Pavel's bedroom / ... Mum and Dad were cleaning the apartment when suddenly dad shouted ...  
4 past simple; present participle

→ Grammar reference Student's Book page 150

- 7 The students should cover up the text and tell the story, taking it in turns to use a picture as a prompt. When they have finished, they should swap pictures and repeat.

- 8 Books open, give the students 30 seconds to look at the picture. Books closed, ask them questions to see how much they remember, for example, *Where was Ben?* (in the kitchen) *What animal was on TV?* (a dog)

Arrange the students into pairs and, books open, they should say what was happening, using *while*. They then do the task in writing.

### Answers

When the taxi arrived ...  
Jade was packing her suitcase.  
Sam was listening to music.  
Kit and Lulu were watching TV.

## Corpus challenge

### Answer

B

## PRONUNCIATION /i:/ and /ɪ/

- 9 1.15 Write this saying on the board and ask the students to say the missing word: 'North, south, \_\_\_\_\_, west, home is best.' (east). Say that *east* begins with /i:/ and show the students how /i:/ is pronounced: the lips are open wide, the top part of the tongue is near the top of the mouth, and the sound is long. Then contrast the /ɪ/ sound in *is*: the lips are loosely spread, the tongue is nearer the centre of the mouth, and the sound is shorter.

In pairs, students say the pairs of words to each other and put them into two columns, /ɪ/ and /i:/. Play the recording for them to listen, check and repeat.

Language note: /i:/ is often spelled *ee*, *e* or *ea* (*tree*, *be*, *sea*); /ɪ/ is often spelled *i*, *e* or *y* (*sit*, *houses*, *Dylan*).

### Fast finishers

The students make and say three sentences each using a minimal pair, for example *I will eat it later*.

### Answers

/i:/ eat, feet, he'll, he's, leave, seat  
/ɪ/ it, fit, hill, his, live, sit

### Extension activity

Play 'Chinese Whispers': arrange the students into groups of six to ten; give one word with an /ɪ/ or /i:/ sound, e.g. *eat*, to the first student; she must whisper it to the next student and so on; the last student must say the word and the group see if it is the same as the original.

## READING AND WRITING

### ● Prepare for Key for Schools

#### Reading and Writing Part 7

##### Task description

Reading and Writing Part 7 tests students' knowledge of grammar. Students fill in ten spaces in one or two short texts. The text types are ones which students could be expected to write themselves, for example an email or message on the internet.

##### Exam tips

Tell students to write only one word – contractions count as two. They should also think about the time – is it past, present or future?

→ See Exam Profile 1, Student's Book page 121.

- 10** Tell the students to discuss what kind of words are missing, then complete the email individually.

#### Answers

1 is 2 from 3 have 4 are 5 me

- 11** Ask the students to read both emails and tell you who had the best weekend. (Jackie). Ask some more questions about the emails, for example, *Who helped their Dad?* (Tim) *Why?* (His mum is ill.)  
Tell the students to complete the emails.

#### Mixed ability

Go through the text and ask weaker students questions about the missing words, for example: *Number 1, what kind of word must be in every sentence?* (a verb)  
*Number 2, after 'tell me' and before a noun, what kind of word do we need?* (a preposition)

#### Answers

1 about 2 the 3 by 4 every/each 5 had 6 not  
7 so/and 8 do 9 a 10 me

#### Cooler

Arrange the students into pairs. Write these times on the board:

|                        |                        |
|------------------------|------------------------|
| 10.00 yesterday        | 19.00 two days ago     |
| last Saturday evening  | on my birthday         |
| in the summer holidays | this time one year ago |

The students must tell each other what they did or were doing at these times. For example *At ten o'clock yesterday we were having a maths test.*

## No two homes are the same

### Lesson profile

|            |  |
|------------|--|
| Vocabulary | Adjectives                             |
| Reading    | An unusual home                        |
| Speaking   | Present your ideas for an unusual home |
| Listening  | Key Listening Part 1                   |
| Writing    | A description of a home                |

### Warmer

Give the students one minute to write down as many words with /ɪ/ and /i:/ as they can. Then write some of their examples on the board. Mouth one of the words to the class: put your mouth into the right position for the word but don't say it aloud. The students have to recognise the word from your lip movements. Repeat, and when the students get the idea, they can play in groups.

## VOCABULARY

- 1** Books closed, ask the students to write two things they like about their house and two things they don't like. Give some examples like 'nice garden' and 'far from school'. Arrange the students into pairs to compare and discuss. Books open, they see if they have used any of the words in the box. The students should look at the pictures and discuss the questions using the words in the box. Demonstrate with a stronger student:
- Student:** The first one, the boat, is unusual and it's very light because it's in the open air.
- Teacher:** But it might be dark inside, Toni, and it isn't very attractive.

## READING

- 2** Tell the students to look at the picture of Paula and Gary and say why each of the four homes would be good/bad for them, for example *The boat is too big for two people.* Then ask the students to read the text and say which is Paula and Gary's home. (picture b)
- As a variation, get the students to read the questions in Exercise 3 first and predict what the answers are.
- 3** Get oral answers first and then tell the students to answer in full sentences in their notebooks.

### Possible answers

- 1 They wanted to live somewhere more interesting.
- 2 Tim / Gary's dad had a good idea / helped them.
- 3 They bought a lorry.
- 4 Gary built everything.
- 5 They moved in a year ago.
- 6 They love it.

## About you

- 4** Give some more examples of unusual places. They could be fantasy, for example, *an underwater castle, an apartment on the 317<sup>th</sup> floor, a house with wheels*. The students make a list of four unusual places and compare with a partner.

Ask them to think of ideas about making them into a home. They should write notes about what to improve, furniture, technology, other ideas.

They make the notes into a paragraph and draw a picture. They then present their ideas. The class could vote on which is the strangest/best place to live.

## LISTENING

### Prepare for Key for Schools

#### Listening Part 1

##### Task description

In Listening Part 1, students are tested on their ability to identify simple factual information in five separate short conversations. Students listen for information such as prices, numbers, times, dates and descriptions. They have to choose one of three pictures as the answer.

##### Exam tips

Tell students to listen carefully for meaning, as they will hear something about all three pictures, but only one answers the question. They should listen all of the way through, as the answer could come at the beginning, middle or the end of the conversation.

→ See Exam Profile 1, Student's Book page 120.

- 5** **1.16** Ask the students to describe what the three pictures show. Elicit that they represent different types of weather: sunny, rainy and cloudy. Tell them that they will hear all three types of weather mentioned on the recording, but only one is the answer to the question *What is the weather like now?*

Play the recording and ask them to tell you which is the right answer (C, cloudy) and what is said about the other types of weather (A – it is going to be sunny in the afternoon; B – it was raining earlier).

#### Audioscript

*What's the weather like now?*

- Boy:** Shall we go for a bike ride? It's going to be sunny this afternoon.
- Girl:** Are you sure about the weather? It was raining earlier this morning.
- Boy:** Yes, but it's stopped raining and there are only a few clouds now.
- Girl:** OK. See you later.

- 6** **1.17** Tell the students to describe and compare the pictures before they listen. They then listen and choose the right picture.

When you go through the answers, ask students to say why the other options are wrong, for example, *1 is not B because cheese was for breakfast*.

In question 4, students have to hear the word *fifteen* correctly. Point out that the stress can change on words like *fifteen*: on its own, for example as an age or a house number, the stress is *fifteen*, but when followed by a noun, for example *fifteen roses*, the stress is on the first syllable.

#### Answers

1 C 2 A 3 A 4 A 5 C

#### Audioscript

*1 What are they going to put in their sandwiches?*

- Boy:** Shall we make some sandwiches? I'm hungry.
- Girl:** Yes, I'm hungry, too. Look, there's some cheese in the fridge, and some tomatoes as well.
- Boy:** Well, I had cheese for breakfast, so let's have the chicken.
- Girl:** OK. We can leave the cheese and tomatoes for Mum and Dad.

*2 How much does the boy want to spend on new sunglasses?*

- Boy:** Excuse me. I want to buy some new sunglasses. I've got £10. Have you got anything for that price?
- Assistant:** Well, these are very popular. They were £16 but they're in the sale.
- Boy:** But they're still £12. That's too expensive for me.
- Assistant:** I'm sorry. That's all we have.

*3 What colour does Ben want to paint his bedroom?*

- Girl:** Hello, Ben. Are you going to help your dad paint your bedroom?
- Ben:** Yes. He prefers red but I don't like that colour very much. I like blue.
- Girl:** I think green would be better. It's nice and bright.
- Boy:** Sorry. I don't agree!

*4 What's the number of the girl's house?*

- Boy:** Do you live in this street?
- Girl:** Yes, I do. I live at number 15. It's over there.
- Boy:** Is it the white house?
- Girl:** Yes, that's right.

*5 Where did James have his picnic?*

- Girl:** Which park did you have your picnic in yesterday, James?
- Boy:** We wanted to go to the park with the new adventure playground, but it was closed.
- Girl:** Oh, so did you go to the park with the new café?
- Boy:** That was too far, so we went to the one by the river.

## Get talking!

See Student's Book page 130.

### Answers

- |                        |                      |
|------------------------|----------------------|
| 2 Sandra – team sports | Phil – swimming      |
| 3 1 it's the best way  | 5 sure               |
| 2 I'm sorry            | 6 Excuse me          |
| 3 I don't agree        | 7 Yes, that's right. |
| 4 By the way           | 8 Have a good day.   |

### 1.18 Audioscript

- Sandra:** Hi, Phil. What are you doing here?
- Phil:** Hi, Sandra. I'm joining a swimming class.
- Sandra:** I didn't think you liked swimming.
- Phil:** Well, I don't, but everyone says it's the best way to keep fit.
- Sandra:** Do they? Well, I'm sorry, I don't agree! I prefer team sports.
- Phil:** But I'm not very good at team sports!
- Sandra:** True! By the way, Phil, can I borrow your phone? I lost mine.
- Phil:** Yes, sure, Sandra.
- Man:** Excuse me, is your name Sandra?
- Sandra:** Yes, that's right.
- Man:** Then I think this is your phone. It's got your name on it.
- Sandra:** Yes, it is. Thanks very much.
- Phil:** I've got to go now, Sandra. Have a good day.
- Sandra:** You too! Enjoy your swim. Bye.

## WRITING

### Prepare to write

**GET READY** The students read and say where Fernanda lives (São Paulo) and how many rooms the apartment has (five).

Write this on the board: *Luiza is my friend. Luiza is 15. I like Luiza and Luiza likes me.*

Ask *Does it look strange?* (yes)

Change the sentence on the board:

*Luiza is my friend. She is 15. I like her and she likes me.*

Ask *What are these words* she, her and me?

(pronouns)

Get the students to say what nouns the underlined pronouns replace in the Fernanda text.

They do the opposite with the text about David: they replace the nouns with pronouns.

### Answers

- Fernanda:** It's = our apartment She = Luiza  
We = Luiza and I
- David:** The house → It Mia → She  
Helen and Francisco → They

**PLAN** The students make notes about their own home.

**WRITE** Tell the students that the paragraph should be more than three sentences long.

**IMPROVE** Tell the students to check their work to make sure that the sentences are grammatical and there is not a lot of repetition of nouns.

## Project

### Helping the homeless

Pre-teach the word *homeless* and ask the students to give reasons why people become homeless, for example, they lose their job. The students should find out about homeless people in your country, how they live and how we can help them.

Arrange the students into groups to find out answers to these questions:

- What problems do homeless people have?
- Are there any organisations/charities (explain this word) to help them?

Examples from the UK are Shelter [www.shelter.org.uk](http://www.shelter.org.uk), which works with people in the UK, and Homeless International [www.homeless-international.org](http://www.homeless-international.org), which works with people in the developing world. You could show images from these sites to show who they work with and the things they do.

- How can we help?
- How can our country help?

The students could find information online or in the library or just ask people. Some of this can be their own opinion. They then make a presentation for the class.

## Cooler

Arrange the students into groups. They need to choose furniture for the bedroom in their new apartment. They have \$300 to spend. Give them this list of items:

- |                 |                          |
|-----------------|--------------------------|
| small bed \$100 | desk \$40                |
| big bed \$150   | cupboard \$50            |
| bookcase \$50   | TV / computer table \$40 |
| armchair \$80   | sink \$50                |
| chair \$30      |                          |

The students can ask you for other pieces of furniture and you decide the price.

Give the students helpful language such as *I would like ..., Why don't we get/buy ...?* and *... is a good idea.*

## Teacher's resources

### Student's Book

Grammar reference and practice page 150  
Vocabulary list page 139

### Video

Homes

### Workbook

Unit 4 pages 16–19

### Go online for

- Progress test
- Achievement test
- Video extra worksheet
- Corpus tasks